

North Dakota Teacher Mentoring Model DRAFT

ESEA Title II Teacher
Quality Enhancement
Grant

Education Standards
and Practices Board

North Dakota Mentoring Coordinator

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Mission

The North Dakota Teacher Mentoring Program will use exemplary teachers to increase teacher retention and promote professional growth and development through intensive assistance and guidance to new teachers.

Goals

- To ensure that each beginning teacher has a formally trained mentor
- To increase the percentage of teachers remaining in the profession
- To provide an effective transition into the teaching profession
- To enhance teaching performance by promoting personal and professional growth
- To enhance the teaching and learning environment by providing coaching, encouragement, and resources for teachers
- To transmit the culture of the school system and community to teachers

New Teacher

- **New to the teaching profession**
- **New to the district**
- **New to the content area**
- **Fewer than three years experience**

Selection Criteria

- The mentor is committed to being a mentor and to making the mentoring relationship work.
- The mentor is committed to the profession and to professional growth.
- The mentor is competent, experienced, and able to apply best practices in teaching.
- The mentor understands and uses North Dakota content standards
- The mentor understands learning and teaching styles and uses a variety of resources and strategies.
- The mentor maintains confidentiality in relationships.
- The mentor is positive, friendly, and energetic.
- The mentor knows the resources and culture of the school community.

Matching Criteria

- Shared building, proximity
- 1/1 Ratio of mentor/mentee
- Shared content area or
 - ◆ Elementary/elementary
 - ◆ Secondary/secondary

Mentor Roles and Responsibilities

- Actively provide assistance, encouragement, support and opportunities for mentee.
- Serve as a coach, consultant, advisor, sponsor, confidant, and teacher.

Mentee responsibilities

- **Actively seek assistance.**
- **Become involved in the school culture.**
- **Work cooperatively and collaboratively with mentor.**

Mentoring Coordinator roles and responsibilities

- Approve mentor appointments and assignments.
- Support mentor and mentee
- Arrange for planning and release time.
- Arrange for classroom visitations.
- Support mentoring budget.
- Provide cultural and procedural orientation for new teachers.
- Provide materials for new teachers.
- Make weekly contact with new teachers.

School board and superintendent roles and responsibilities

- Appoint a mentoring coordinator.
- Provide moral support and acknowledgement.
- Provide human and material resources.
- Provide a mentoring budget.

Resources

- Common planning period for mentor and mentee
- Relief from other non-academic duties and extracurricular assignments
- A substitute teacher for mentor and/or mentee to provide release time
- District-sponsored training
- Reimbursement for travel, materials, or projects
- Opportunity to attend conferences and seminars with mentee
- Public, formal recognition
- Graduate level credit
- Stipends

Mentor Training

- Level I for new mentors
 - ★ July 28, 29, 30
 - ★ Three additional workshop days
- Level II for mentor trainers
 - ◆ Completion of Level I training
 - ◆ One or more years of successful mentoring experience

Mentor Training Topics

- Classroom management/culture
- Effective teaching strategies
- Curriculum and standards alignment
- Observation and feedback skills
- Interpersonal relationships
- Problem solving/Decision making
- Planning and time management
- Diversity and culture
- Reflection and self-assessment
- Professional responsibilities
- Technology for online mentoring

Mentoring Advisory Committee

- John Abrahamson, Dickinson
- JoNell Bakke, Grand Forks
- Clarence Bina, VCSU
- Robin Clark, MiSU
- Adele Holth, Sheyenne
- Sally Jenkins, Minot
- Lisa Kudelka, Bismarck
- LeAnn Nelson, NDEA
- Deb Nieman, West Fargo
- Nadine Roth, Fargo
- Ed Slocum, New Town